

**Uphall Primary School and
Early Learning and Childcare
Setting**



**PROGRESS
REPORT FOR
SESSION 2024/25**

(Standards & Quality Report)

Crossgreen Drive, Uphall, EH52 6DS

ABOUT OUR SCHOOL

Uphall Primary School and ELC are pleased to share the progress made in 2024/2025 with our parents and wider community. Uphall Primary is a non-denominational school set within the village of Uphall and Ecclesmachan. The school sits within the Broxburn Academy Cluster and within the Scottish Index of Multiple Deprivation level two. This session the school has a roll of 210 children with 10 classes, a mixture of straight classes and composite classes. The school also has a nurture class for pupils with additional support needs within the school and provides nurture interventions for identified pupils. The ELC capacity is 56/56 with 12 daily full day places. This session we accommodated 13 AM pupils, 7 PM pupils and 25 children who attended 2 full days.

The school provides a well-attended Breakfast Club and has good links with local partners who provide afterschool care provision. Community links continue to strengthen through partnership with two local churches, community centre, Middleton Hall care home and Broxburn United. There is a supportive and proactive Parent Council, who are enthusiastic and committed to improving the educational outcomes for all.

The school has developed a positive, supportive ethos with a focus on health and wellbeing. Our tailored nurture and LIAM anxiety interventions provide tailored support for groups and individuals across the school.

IMPROVEMENT PRIORITIES

Our improvement priorities are always based on the national priorities in the National Improvement Framework (NIF). Below we have indicated what progress we made with these priorities in Session 2024/25, what the impact has been and what our next steps will be to continue to address these priorities in session 2025/26.

We have also shown which NIF driver for improvement we used – you can find out more about the National Improvement Framework and drivers at:

<https://www.gov.scot/publications/achieving-excellence-equity-2022-national-improvement-framework-improvement-plan/documents/>

We have also evaluated our overall provision using quality indicators (QIs) in How Good is our School 4 (HGIOS4) and How Good is Our Early learning and Childcare? (HGIOELC) which is a key aspect of the Scottish approach to self-evaluation and school improvement.

PRIORITY	HOW DID WE DO?
1. To raise attainment, especially in literacy and numeracy Our measurable outcome for session 2024/25 was <i>for all learners to experience a curriculum that supports them to meet their full potential</i> NIF Driver(s): ☐ School and ELC Improvement. ☒ School and ELC Leadership ☒ Teacher and Practitioner Professionalism ☒ Parental Engagement ☒ Curriculum and Assessment ☒ Performance Information	We have made good progress. What did we do? • All staff benefited from a refresher and follow up session on effective planning for a discussion as part of cluster listening and talking moderation. All teaching staff implemented planning and assessment within their classes and moderated with cluster colleagues which has increased their confidence in this area • Learners experienced a cross-curricular approach to literacy when staff planned and delivered a block of literacy learning with a focus on developing creativity within literacy. • Most learners demonstrated an increased engagement in numeracy and mathematics from the development of exploration spaces within their classroom/area to develop engagement and enthusiasm in numeracy and mathematics • Most learners have experienced learning at the correct level for them within literacy or numeracy through staff planning a learning experience focusing on the tools for differentiation to ensure that the learning was meeting learners needs • Writing moderation demonstrated that writing across the school was being taught at the correct level. Evidence indicates the impact is: • Attainment in listening and talking continues to be high across the school. • Feedback from moderation shows that 80% of all staff felt more confident at planning and assessing a discussion • Evidence from the block of literacy learning shows that almost all learners participated and engaged with the learning experiences on offer developing cross curricular links. • Classroom monitoring shows that almost all learners experienced learning experiences that were well matched to their needs • Feedback from learners in focus groups shows that most learners felt that the exploration stations improved their understanding of numeracy and mathematics • Writing moderation evidence illustrates that writing was being taught at the correct level for the majority of learners • The majority of learners are working at the expected levels for writing
ELC	• ELC staff audited previous observations and together time plans to identify opportunities where rhyme and

<i>for all learners to experience a curriculum that supports them to meet their full potential</i>	pattern have been provided and created a tool box of resources and assessment materials to improve attainment in these areas Evidence indicates that the impact has been: • There has been an increase of 22% in learners understanding and recognising rhyme from the previous session • There has been an increase of 21% of learners being able to copy and repeat a complex pattern from previous session • Staff feedback shows they are more confident at planning and assessing rhyme and pattern
2. To close the attainment gap between the most and least disadvantaged children Our measurable outcome for session 2024/25 was to ... To narrow the attainment gap by setting ourselves the stretch aim of moving our Q1 cohort of pupils from majority on track to most on track, placing the human rights and needs of every child and young person at the centre of education NIF Driver(s): ☐ School and ELC Improvement. ☒ School and ELC Leadership ☒ Teacher and Practitioner Professionalism ☒ Parental Engagement ☒ Curriculum and Assessment ☒ Performance Information	<i>We have made good progress.</i> What did we do? • The school was awarded £61560 of Pupil Equity Funding (PEF) and 3% was used for pupil led participatory budgeting spending • The new PEF planning tool was used effectively to identify gaps for learners impacted by poverty, to plan and design interventions to support them and to gather evidence of the impact on their learning. • 11 priorities were planned across the session and 9 of these priorities were fully achieved (82%) with 100% making good or better progress • A PEF lead was designated to oversee all equity priorities across the school and to target attendance interventions and support across the school. • PEF lead attended Leading Equitable Schools Programme designed to improve equitable practice in schools • PEF was used effectively to fund two pupil support workers, release two class teachers for a combined one and a half day a week to carry out numeracy/HWB interventions and purchasing digital resources used to assess progress and raise attainment • Interventions this year have focused on increasing attendance, addressing gaps in literacy & numeracy, improving target pupil's attendance, addressing the cost of the school day and supporting pupil's health and wellbeing. • Participatory budgeting purchased sensory resources that were shared to five central areas across P1 to P7 and the existing sensory area in the ELC to help pupils recognise and explore their emotions at a time when needed. Evidence indicates that the use of Pupil Equity Funding has had the following impact on learners: • In literacy, all identified pupils made gains in the number of Fry's words they were able to read and write. This was reflected positively in the classroom with noted improvements to classwork • In numeracy, almost all identified pupils made very good progress in the SEAL (Stages of Early Arithmetical Learning) intervention programme and increased at least

	4 or 5 phases of the programme against their initial assessment. • In numeracy, identified pupils increased in confidence and made improvements with their basic number skills in numeracy and mathematics • All pupils had free access to Sumdog and identified pupils used IDL for literacy and/or numeracy intervention. • Health and Wellbeing trackers have shown a decrease in some identified pupils (Q1 and/or Care Experienced) reporting Amber against the Health and Wellbeing Indicators – ACHIEVING, ACTIVE and HEALTHY following Inclusion intervention • Attendance of Q1 pupils increased by 3.8% to 90.15% (23/24: 86.37%) • Parent ethos survey results show a 98% positive response from parents and carers who participated regarding the school reducing costs for families. This is an increase of 4% from the previous session. • Pupil ethos survey results show an 89% positive response from learners which has maintained from the previous session.
ELC To narrow the attainment gap by setting ourselves the stretch aim of moving our Q1 cohort of pupils from majority on track to most on track, placing the human rights and needs of every child and young person at the centre of education	• ELC children benefited from the Big Bedtime read which provided books to read at home • ELC children experienced a wider variety of sensory experiences due to the resources purchased. Evidence indicates that the use of Pupil Equity Funding has had the following impact on learners: • Feedback from families shows that ELC children have increased opportunities to access books as a result of the big bedtime read • Observations and personal plans indicate that learners with additional support needs are benefiting from exploring sensory activities.
3. To improve children and young people's health & wellbeing Our measurable outcome for session 2024/25 was... <i>for all learners to experience a curriculum that supports them to meet their full potential</i> NIF Driver(s):	We have made good progress. What did we do? • Learners reported through pupil focus groups that supports in the classroom have improved as a result of staff completing an inclusive classroom environment audit and improving supports available for learners in the classroom within 2 areas • Staff are demonstrating a better awareness of supporting learners to identify their emotions through zones of regulation training. • Most staff are feeling more confident at using the circle document to support learners in the classroom. • All classes from P5 upwards have completed part 1 of the leans programme which is increasing learners understanding of neurodiversity • Identified learners are being more effectively supported as a result of staff working within the cluster and with Education Support Service all staff completed a coaching

☐ School and ELC Improvement. ☒ School and ELC Leadership ☒ Teacher and Practitioner Professionalism ☒ Parental Engagement ☒ Curriculum and Assessment ☒ Performance Information	and mentoring session around supporting learners with additional support needs. Evidence indicates the impact is: • Feedback from staff shows an improved understanding of supports that can be available in the classroom for learners from previous levels • Most learners were able to identify areas of support for individuals during pupil focus groups • Completed circle tools show all staff have a better understanding of the needs of learners in their class • From questionnaire feedback all staff report an increase in confidence with supporting learners with additional support needs. • Classroom monitoring shows that relationships and a positive ethos continue to be a strength across all classes
ELC <i>for all learners to experience a curriculum that supports them to meet their full potential</i>	• All staff benefited from a session using the circle document to identify and plan for children with additional support needs and feedback shows that they have increased their confidence. Evidence indicates the impact is: • ELC monitoring demonstrates that children are being well supported. Feedback from staff shows an increase in confidence when supporting children with additional support needs
4. To improve employability skills, and sustained, positive school-leaver destinations for all young people Our measurable outcome for session 2024/25 was.... <i>for all learners to experience a curriculum that supports them to meet their full potential</i> NIF Driver(s): ☐School and ELC Improvement. ☒School and ELC Leadership ☒Teacher and Practitioner Professionalism ☒Parental Engagement ☒Curriculum and Assessment	We have made good progress. What did we do? • New IDL planners were introduced with a focus on developing creativity and pupil voice at the planning stage which has increased creativity in almost all classes • Most learners report that pupil leadership groups have increased the engagement of learners in driving improvement in the school • Feedback from learners shows that all learners benefited from experiencing a jobs masterclass • All learners benefited from the opportunity to experience a trip outwith the local community Evidence indicates the impact is: • Almost all planned IDL learning experiences demonstrate an increase in creativity and cross curricular links from previous sessions • Planners show that learners have been consulted at the planning stage • Feedback from pupil ethos surveys show 80% learners feel they have more of a say in school improvement which is an increase of 7% from last session • Feedback from pupil ethos surveys shows an increase of 15% in learners finding learning enjoyable

☒ Performance Information	• Almost all learners reported positively about the jobs masterclass indicating that they had learned about a job they had not experienced before. • Almost all learners reported positively about their wider experiences out with school and were able to use these as a stimulus for writing
ELC <i>for all learners to experience a curriculum that supports them to meet their full potential</i>	• Forest walks were undertaken during the session with identified children being able to develop their independent skills • Children had the opportunity to visit the local Open Door Café where they experienced buying and enjoying a snack in the local community Evidence indicates the impact is: • Evidence in floor book demonstrates that children confidence increased during their visits to the Open Door Café • Evidence in floor book demonstrates that children are developing their independence skills when being in the community

Attendance across the school is generally good. Our overall attendance rate for this session is 94.43%. which is higher than the West Lothian average and our exclusion rate per 1000 was below the West Lothian average. Consistent application of West Lothian Council Attendance at School Policy and robust monitoring procedures ensures prompt measures are implemented to support attendance at school.

Our consistent implementation of the GIRFEC framework ensures learners needs are regularly supported and reviewed. Working closely with our families and following the West Lothian Positive Relationships Policy ensures timely interventions and supports are implemented for our learners.

This session we have regularly gathered feedback from parents and carers on our performance and the identification of priorities for our school improvement plan in a number of ways:

- Partnership working with the parent council
- Regularly sharing our SIP progress
- E-forms
- Parent and pupil ethos surveys
- Groupcall messenger
- Phone calls
- Virtual and in person parents' consultations
- Parent/Carer feedback sessions
- Self-evaluation wheels
- Newsletters

Our Wider Achievements this year have been:

Curricular areas & subjects	The ethos & life of the school as a community
• NYCOS workshops • Primary 6 science visits to Broxburn Academy • Sharing our Learning Events throughout the year • Masterclasses (Maths in real life, Books and Authors, Jobs)	• Parent Council Events – Beetle Drive, Halloween Disco, Christmas Fayre, Spring Disco, Colour Run, Family Picnic • Pupil Council meetings throughout the year • Participation in Uphall Gala Day • Participated in a variety of events (Book Week Scotland, Children in Need, World Maths Week, West Lothian Euro-quiz Heats) • ‘Uniform Store’ continued throughout the year • ELC Coffee and Chat event • Health & Wellbeing, Literacy and Numeracy Mini Champs attended meetings and events • Credit Union attended weekly by pupils and supported by 2 parent volunteers • Pupils attended Remembrance Day parade • Worked closely with River Kids to support families at Christmas • Christmas parties and singalong • P3/2 litter pick in the community
Interdisciplinary learning	
• Variety of after-school clubs offered • P1-P7 Class trips (Summerlee, National Museum, Museum of Childhood, Bannockburn, Sky Academy and The Risk Factory) • P1-P2 and ELC Christmas Performances • Visits from parental workforce (including police, paramedic, coffee roaster, electrical engineer, health and safety, marine biologist, scientist, Tesco distribution and sports coach) • Junior Reports led assemblies	
Opportunities for personal achievement	
• P6 pupils have attended an Active Schools Cross Country festival and a P7 pupil attended cross-country final • Sports Day • Primary 7 visits to Xcite Outdoors, Linlithgow (2 full days) • Pupil Leadership Groups	

How good is our school? The quality indicators* evidence that:

1.3 Leadership of Change	Good
2.3 Learning, teaching and assessment	Good
3.1 Ensuring wellbeing, equality and inclusion	Good
3.2 Raising attainment and achievement	Good

How good is our Early Learning and Childcare? The quality indicators* evidence that:

1.3 Leadership of change	Good
2.3 Learning, teaching and assessment	Good
3.1 Ensuring wellbeing, equality and inclusion	Good
3.2 Securing children's progress	Good

*(Indicators used in How good is our School? 4th Edition, Education Scotland 2015 and How Good is Our Early Learning and Childcare? 2016)